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AUTHOR	Meuschke, Daylene M.; Gribbons, Barry C.
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ABSTRACT

This document discusses the accuracy of student placement procedures for math and English at the College of the Canyons. A survey was conducted to assess the degree to which students agreed with their placement into their first math or English course at the College of the Canyons. Students were also asked to indicate whether they felt that they should have been placed in into a higher or lower level math or English course. Instructors were also surveyed to assess the extent to which they believed each of their students was accurately placed. A total of 103 sections were surveyed, with a response rate of 80 percent for the student survey and 73 percent for the instructor survey. Students and instructors differed in their agreement on placement for both math and English. About 80 percent of the instructors agreed with the students' placement, while only about 50 percent of the students agreed with their placement. The success rates of students in the classes were also analyzed based on the method by which they had been placed into the class. Recommends that prior to any policy change regarding student placement, further empirical support must be made regarding these groups' conflicting perceptions. Contains 8 figures, 13 tables, the student survey instrument, and the instructor survey instrument. (JS)

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Institutional Development and Technology

English and Math Placement Surveys: Students and Instructors – Fall 2002

Report # 130

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English and Math Placement Surveys: Students and Instructors - Fall 2002

Executive Summary

During the Fall 2002 semester, the Institutional Development and Technology (IDT) office, in cooperation with the College's Matriculation Director, conducted a survey of all students to assess the degree to which placement at College of the Canyons is being done effectively. The student survey was designed to assess the degree to which students agreed with their placement into the first English and math course they took at College of the Canyons. Students were also asked to indicate the degree to which they believed they should have been placed into a higher and a lower English and math course. This study also surveyed instructors for each of the English and math sections for which students were surveyed. The instructors' survey was designed to assess the degree to which they believe each of their students was correctly placed using College of the Canyons assessment tests.

The final sample of courses surveyed consisted of **103** sections. Of the **103** sections surveyed for the instructor survey, **75** instructors returned completed surveys for their respective sections, resulting in a response rate of **73** ***percent***. The 103 instructors surveyed also received placement surveys to distribute to their students enrolled in the same section for which they completed the instructor placement survey. Of the **103** sections surveyed for the student survey, **82** sections returned completed surveys, resulting in a response rate of **80** ***percent***.

Major Findings

Success Rates for students in each math and English placement method group were analyzed to explore how successful students were based on the method by which they were placed in their respective courses. The success rates for math and English were as follows:

- ***Math Placement.*** Students placed by ***multiple measures*** had the highest success rate (**85%**), followed by those placed by ***exemption / other placement methods*** (**72%**), and the ***placement test*** (**69%**).

- ***English Placement.*** Students placed by ***exemptions*** had the highest success rate (**86 %**), followed closely by those placed by ***multiple measures*** (**83%**). Success rates for students placed by ***Accuplacer*** and ***advanced placement / other*** groups were **74** and **67** ***percent***, respectively.

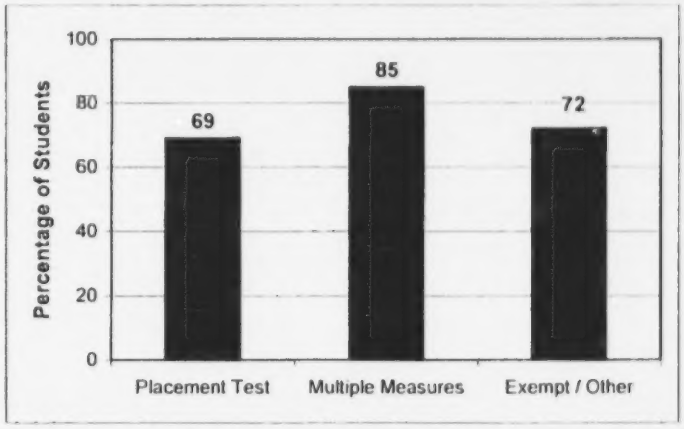

Figure 1. Success Rates of Students: Comparison of Success Rates by Math Placement Method

Students and instructors differed in their agreement with placement for both English and math. In math, the majority of instructors agreed with students' placement by Accuplacer (**80%**), while only **55** ***percent*** of students agreed with their placement. Similarly, for English, the majority of instructors agreed with students' placement by Accuplacer (**82%**) compared to only **47** ***percent*** of students who agreed with their placement. Furthermore, of the placements judged to be problematic by faculty, only **32 percent** of students agreed that the placement was bad.

When students disagreed with their math placement, they almost always felt that they should have been placed higher. **Thirty** ***percent*** felt that they should have been placed higher compared to **four** ***percent*** who felt they should have been placed lower.

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Analysis comparing the ***success rates*** *of students for each math and English placement method to the* ***students' ratings*** *of their placement* revealed the following:

- There seems to be some support for the validity of students' perceptions of their placement in ***math*** as evidenced by their success rates. For example, **82 percent** of students who believed they should have been placed higher were successful compared to **66** ***percent*** of students who agreed with their placement. The success rate of these students lends support to their belief that they could have been placed higher.

- There seems to be little support for students' perceptions of their placement in ***English*** as evidenced by their success rates. For example, **77** ***percent*** of students who believed they should have been placed higher were also successful compared to **76** ***percent*** of students who agreed with their placement.

Analysis was also performed to compare the ***success rates*** *of students for each math and English placement method to the* ***instructors' ratings*** of the students' placement into their respective courses.

- Instructors' perceptions of students' placement in math was supported by students' success rates. Of those students instructors disagreed with their placement, only **51** ***percent*** successfully completed the course. On the other hand, **72** ***percent*** of students, who instructors agreed with their placement, successfully completed the course.

- Instructors' perceptions of students' placement in English was supported by the lower success rate of students who they believed were placed incorrectly by the test (**69%**) compared to those they believed were placed correctly (**82%**).

Recommendations

Results of the current study reveal support for further exploration of methods, which would help increase the placement accuracy of students in English and math courses. The following recommendations should be taken into consideration:

- The College should consider expanding the use of multiple measures placement to be used in conjunction with the College's Accuplacer test. Furthermore, the implementation of a computerized multiple measures placement method to be used in conjunction with the placement test might allow for standardized methods of students' placement by multiple measures, would support application of multiple measures, and would make implementation college-wide economically feasible since the process could be largely automated. According to Gordon (1999), *"Students whose placements were adjusted through the use of behavioral and historical characteristics were more accurately placed and succeeded at a much higher rate than those placed by subjective application of undefined multiple measures by counselors."*

- While there were generally small differences in satisfaction with placement for different placement methods, one difference was observed. Students tended not to be satisfied with placement by multiple measures. Despite students' dissatisfaction with placement by multiple measures, their success rate was the highest (**85%**) of all the math placement groups.

- Prior to making policy or procedural changes to placement, great caution should be taken to explore the implications of the disagreement between students and faculty perceptions and the empirical support for both groups' conflicting perceptions, especially in mathematics.

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Barry Gribbons and Daylene M. Meuschke

Introduction

During the Fall 2002 semester, the Office of Institutional Development and Technology (IDT), in cooperation with the College's Matriculation Director, surveyed all students enrolled in Math courses less than or equal to Math 211 and English courses less than or equal to English 101 (see Appendix C for list of courses surveyed) to assess the degree to which placement at College of the Canyons is being done effectively. The student survey was designed to assess the degree to which students agreed with their placement into the first English and math course they took at College of the Canyons. Students were also asked to indicate the degree to which they believed they should have been placed into a higher and a lower English and math course. This study also surveyed instructors for each of the English and math sections for which students were surveyed. The instructors' survey was designed to assess the degree to which they believe each student, in the course being surveyed, was correctly placed using College of the Canyons assessment tests.

Methods

Two survey packets were distributed to each English and math instructor selected for the placement study during October of the Fall 2002 semester. One packet contained student surveys with a letter informing the instructor of the procedures for distributing the surveys. The other packet contained the instructor's survey with each student enrolled in that particular course printed on the survey. The questionnaire for both students and faculty contained only closed-ended statements. Student respondents were asked to indicate the degree to which they agreed with the statements regarding their placement into their first English and math course taken at College of the Canyons. Response alternatives were "Strongly Disagree", "Disagree", "Neutral", "Agree", "Strongly Agree", and "Not Applicable". Closed-ended statements were as follows:

1. I was correctly placed for the first math course I took at College of the Canyons.
2. I believe that I should have been placed into a higher math course.
3. I believe that I should have been placed into a lower math course.
4. I was correctly placed for the first English course I took at College of the Canyons.
5. I believe that I should have been placed into a higher English course.
6. I believe that I should have been placed into a lower English course.

Faculty were asked to indicate the degree to which they believed each student, listed on their respective surveys, was correctly placed using College of the Canyons assessment tests. For purposes of the survey, correct placement was defined as, "A student's initial placement in the course

was neither too high nor too low." Response alternatives were "Strongly Disagree", "Disagree", "Neutral", "Agree", "Strongly Agree", and "Not Applicable".

Selection of Participants

English and math sections surveyed were selected using the ***Fall 2002 - 320 file*** pulled on 10/07/02 and the ***Fall 2002 Section/Instructor/Enrollment file*** obtained from the College's Management Information System (MIS) department. Math sections less than or equal to Math 211 and English sections less than or equal to English 101 were selected for the sample. From this sample, all sections with FTES greater than "0" were selected. The sample consisted of **105 sections** (Math = 49 and English = 56). Two English sections selected were not surveyed due to special course circumstances (one section was taught at a youth correctional facility and the second was a short-term course, which concluded before distribution). The final sample used in the analysis consisted of **103** sections. Of the **103** sections surveyed for the instructor survey, **75** instructors returned completed surveys for their respective sections, resulting in a response rate of **73** ***percent***. The 103 instructors surveyed also received placement surveys to distribute to their students enrolled in the same section for which they completed the instructor placement survey. Of the **103** sections surveyed for the student survey, **82** sections returned completed surveys, resulting in a response rate of **80** ***percent***.

Completed questionnaires were coded and tabulated using Remark, SPSS and Excel. Refer to Appendix A for a copy of the questionnaire and Appendix B for a listing of the summary counts and percentages of response frequencies.

The validity of all returned student Datatel IDs and SSNs on the returned student surveys, which were hand entered by each student, were verified by matching the IDs and SSNs with the MIS database records. Valid IDs were necessary for matching student survey responses with the College's Placement Test Score file in order to determine how a student was placed into their first math and English course at the College. All surveys with invalid IDs or SSNs were excluded from the analysis. **Thirty-two** ***percent*** of respondents either did not provide an ID or provided an invalid ID.

Exclusion of Participants who had passed a Prior English or Math Course

To determine if students had passed an English or math course prior to the course in which they were surveyed, USX files from the California Community Colleges Chancellor's Office (CCCCO) Fall, Spring and Summer terms beginning with Fall 1999 through Summer 2002 were merged together. From the merged USX files, all students with a passing grade of 'A','B','C' or 'CR' were selected and then merged with the original Placement Survey file. All students identified as passing a prior English or math course were excluded from the analysis, since the analysis involved comparing the instructors' ratings to the students' ratings in the same course. **Seventeen *percent*** of respondents had passed either a prior English or math course. The instructors' ratings would have been irrelevant compared to the students' ratings, which were for the first English or math course they had been placed into and not the course for which they were surveyed. Recall that the instructors' survey specifically asked instructors to indicate the degree to which each student, in the course for which they received the survey, was correctly placed into their course.

Placement Method Groups

Student respondents were grouped based on their placement method for both English and math courses for which they were surveyed. The English placement groups included 1) Accuplacer Placement Test, 2) Multiple Measures, 3) Advanced Placement / Other and 4) Exempt. The math placement groups included 1) Accuplacer Placement Test, 2) Multiple Measures and 3) Exempt / Other. Please see Appendix C for detailed list of placement methods.

Success Rates

Throughout the analysis and presentation of findings in this report, success rate is defined as successfully completing a course with a letter grade of A, B, C, or CR. Grades were obtained using the Fall 2002 USX file from the CCCCO.

Major Findings

Math Placement Survey Results

Students' and Instructors' Ratings of Placement Using Accuplacer

Students and instructors were asked to indicate their level of agreement with initial placement by Accuplacer. Instructors agreed more with placement by Accuplacer than did the students. **Eighty *percent*** of instructors' agreed with students' placement while only **55 *percent*** of students agreed that they were placed correctly. Students who did not agree with their placement indicated that they should have been placed into a higher math course (**30%**) while only **four *percent*** indicated they should have been placed into a lower math course.

Table 1. Frequency of Students' and Instructors' Ratings of Placement by Accuplacer (math)

Students' Ratings	Strongly Disagree / Disagree	Neutral	Agree / Strongly Agree
1. I was correctly placed for the first math course I took at College of the Canyons.	28%	17%	55%
2. I believe that I should have been placed into a higher math course.	45%	24%	30%
3. I believe that I should have been placed into a lower math course.	86%	10%	4%
Instructors' Ratings of Students' Placement	13%	8%	80%

Note: The number of respondents for items 1-3 and instructors' ratings were 310, 306, 302 and 308, respectively.

Figure 1 compares students' and instructors' agreement with placement by Accuplacer. As shown in Figure 1, **eighty *percent*** of instructors agreed that students were correctly placed into their course compared to **55 *percent*** of students who felt their placement was correct. Instructors almost always agreed with students' placement (**80%**) compared to a little over half of the students who felt they were correctly placed (**55%**).

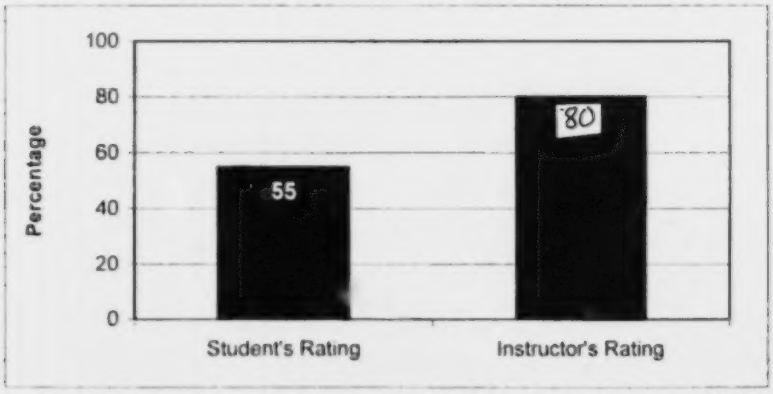

Figure 1. Students' and Instructors' Agreement with Placement by Accuplacer (math)

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Faculty Perceived Poor Placements: Student Perceived Rating

Analysis was performed to compare students' agreement with those instructors' who believed they were placed incorrectly. Only those students whom instructors disagreed with their placement were included in the analysis. As shown in Figure 2, **sixty-eight** ***percent*** of students whom instructors believed were not placed correctly were satisfied with their placement. Only **32** ***percent*** of students agreed with instructors that they were placed incorrectly.

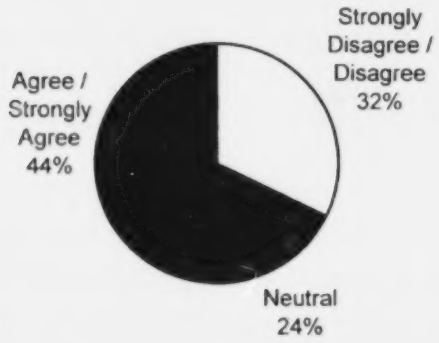

Figure 2. Ratings of Students whom Instructors Perceived to be Placed Incorrectly (math).

Students' and Instructors' Ratings of Placement: Comparison of Placement Methods

Figure 3 compares students' and instructors' agreement for each placement method (placement test, multiple measures, and exempt / other).

As shown in Figure 3, students placed by ***exemptions / other*** placement methods were more satisfied with their placement (**64%**) than students placed by the ***placement test*** or by ***multiple measures*** (**55** and **38** ***percent***, respectively). Overall, instructors' had a similar high level of agreement with students' placement by the test, multiple measures and exemption / other placement method groups. On the other hand, students' were less satisfied with their placement across each placement method group, especially those placed by multiple measures.

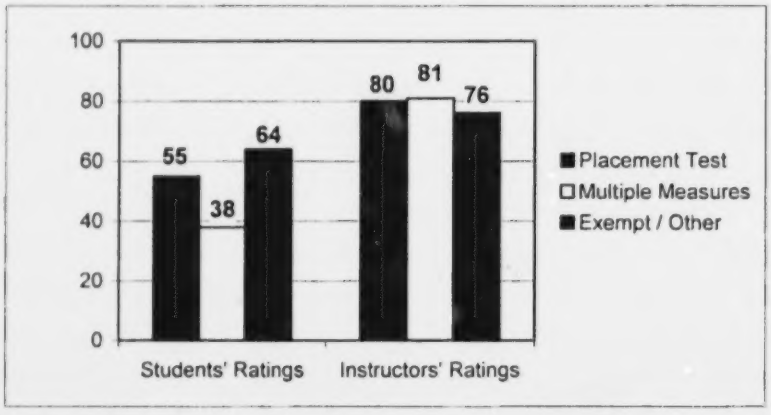

Figure 3. Students' and Instructors' Ratings of Correct Placement: Comparison of Placement Methods for Math

Success Rates of Students

Success Rates of Students Compared to Each Placement Method

Success rates for students in each math placement method group were analyzed to explore how successful students were based on the method by which they were placed in their respective math courses. Students placed by ***multiple measures*** had the highest success rate (**85%**), followed by those placed by ***exemption / other placement methods*** (**72%**), and the ***placement test*** (**69%**). Figure 4 compares the success rates for students placed into their first math course by the ***placement test***, ***multiple measures***, and ***exempt / other*** placement methods. As shown in Figure 4, students placed in math courses by ***multiple measures*** had a higher success rate than students placed by the ***placement test*** and ***exempt / other*** placement methods.

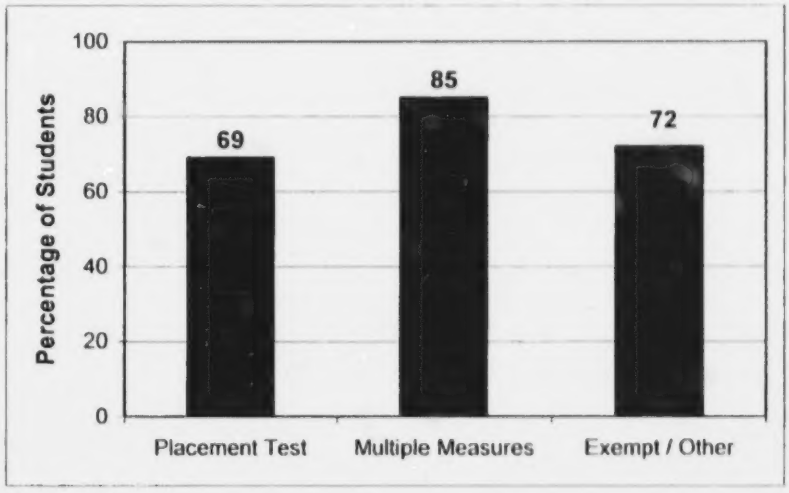

Figure 4. Comparison of Success Rates by Math Placement Method

Success Rates of Students Compared to Their Agreement with Their Math Placement

Further analysis was performed to compare the success rates of students their agreement with their placement. This analysis was performed for each math placement method group (placement test, multiple measures, and exempt / other).

Math Placement by Accuplacer

Students were asked to indicate their level of agreement with each statement shown in Tables 2 – 4. There seems to be some support for the validity of students' perceptions of their placement by each placement method (see Table 2). For example, **82** ***percent*** of students who believed they should have been placed into a higher course were also successful compared to **58** ***percent*** who disagreed that they should have been placed higher.

Table 2. Success Rates of Students Placed by Accuplacer: Comparison of Success Rates with Students' Level of Agreement for Each Statement Below (math)

	Strongly Disagree / Disagree	Neutral	Agree / Strongly Agree
1. I was correctly placed for the first math course I took at College of the Canyons.	76% (n=86)	66% (n=53)	66% (n=171)
2. I believe that I should have been placed into a higher math course.	58% (n=139)	73% (n=74)	82% (n=93)
3. I believe that I should have been placed into a lower math course.	73% (n=259)	67% (n=30)	8% (n=13)

Math Placement by Multiple Measures

The validity of perceptions of students placed by multiple measures is somewhat supported by the success rates shown in Table 3. While the overall accuracy of placement by multiple measures is high, it is possible that students who felt they should have been placed higher might have performed well in a higher course as evidenced by their success rate (**91%**). Interestingly, only one respondent who felt they should have been placed into a lower math course successfully completed the course.

Table 3. Success Rates of Students Placed by Multiple Measures: Comparison of Success Rates with Students' Ratings for Each Statement Below (math)

	Strongly Disagree / Disagree	Neutral	Agree / Strongly Agree
1. I was correctly placed for the first math course I took at College of the Canyons.	93% (n=14)	100% (n=2)	80% (n=10)
2. I believe that I should have been placed into a higher math course.	89% (n=9)	80% (n=5)	91% (n=11)
3. I believe that I should have been placed into a lower math course.	86% (n=21)	100% (n=2)	100% (n=1)

Math Placement by Exemption / Other Placement Methods

The validity of perceptions of students placed by ***exemption / other placement methods*** are supported by the success rates shown in Table 4. While the overall accuracy of placement by ***exemption / other placement methods*** is high (overall success rate – 72%), it is possible that students who felt they should have been placed higher might have performed well in a higher course as evidenced by their success rate (**78%**).

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Table 4. Success Rates of Students Placed by Exemption / Other Placement Methods: Comparison of Success Rates with Students' Ratings for Each Statement Below (math)

	Strongly Disagree / Disagree	Neutral	Agree / Strongly Agree
1. I was correctly placed for the first math course I took at College of the Canyons.	88% (n=8)	60% (n=5)	65% (n=23)
2. I believe that I should have been placed into a higher math course.	61% (n=18)	78% (n=9)	78% (n=9)
3. I believe that I should have been placed into a lower math course.	71% (n=34)	50% (n=2)	N/A

Success Rates of Students by Placement Method: Comparison of Instructors' Ratings and Students' Success Rates

Analyses were performed to compare students' success rates for each math placement method to the instructors' ratings. As shown in Table 5, of the students instructors' believed were placed appropriately by the placement test, **72** ***percent*** successfully completed the course while only **51** ***percent*** of students whom instructors believed were placed in appropriately, successfully completed the course. Of the students instructors believed were placed inappropriately, the feeling is that these students should have been placed into a lower course, which is supported by the low success rate of those students (**51%**). Interestingly the reverse is seen in Table 6, which illustrates that **76** ***percent*** of students, who believed they were placed inappropriately by the test, and generally believed they should have been placed higher, successfully completed the course. These students' perceptions are further validated by the overall success rate of students placed by the test who felt they should have been placed into a higher course (**82%**), which demonstrates they might have performed well in a higher course.

	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
Placement Test	51% (n=39)	56% (n=23)	72% (n=246)
Multiple Measures	60% (n=5)	N/A	91% (n=22)
Exempt / Other	40% (n=5)	75% (n=4)	76% (n=29)

Table 5. Success Rates of Students by Math Placement Method: Comparison of Instructors' Ratings and Students' Success Rates

Note: The number of students in each group (by rating) is noted in parentheses.

Students Ratings	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
Placement Test	76% (n=86)	66% (53)	66% (n=171)
Multiple Measures	93% (n=14)	100% (n=2)	80% (n=10)
Exempt / Other	88% (n=8)	60% (n=5)	65% (n=23)

Table 6. Success Rates of Students by Math Placement Method: Comparison of Students' Ratings and their Success Rates

Note: The number of students in each group (by rating) is noted in parentheses.

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English Placement Survey Results

Students' and Instructors' Ratings of Placement Using Accuplacer

Students and instructors were asked to indicate their level of agreement with initial placement by Accuplacer. Instructors agreed more with placement by Accuplacer than did the students. Students who did not agree with their placement indicated that they should have been placed into a higher English course (**42%**) while only **two *percent*** indicated they should have been placed into a lower English course.

Table 7. Frequency of Students' and Instructors' Ratings of Placement by Accuplacer (English)

	Strongly Disagree / Disagree	Neutral	Agree / Strongly Agree
4. I was correctly placed for the first English course I took at College of the Canyons.	35%	19%	46%
5. I believe that I should have been placed into a higher English course.	33%	25%	42%
6. I believe that I should have been placed into a lower English course.	90%	8%	2%
Instructors' Rating of Students' Placement	12%	6%	82%

Note: The number of respondents for items 4-6 and instructors' ratings were 333, 327, 325 and 327, respectively.

As shown in Figure 5, **eighty-two *percent*** of instructors agreed that students were correctly placed into their course compared to **47 *percent*** of students who felt their placement was correct. Instructors almost always agreed with students' placement (**82%**) compared to a little less than half of the students who felt they were correctly placed (**47%**).

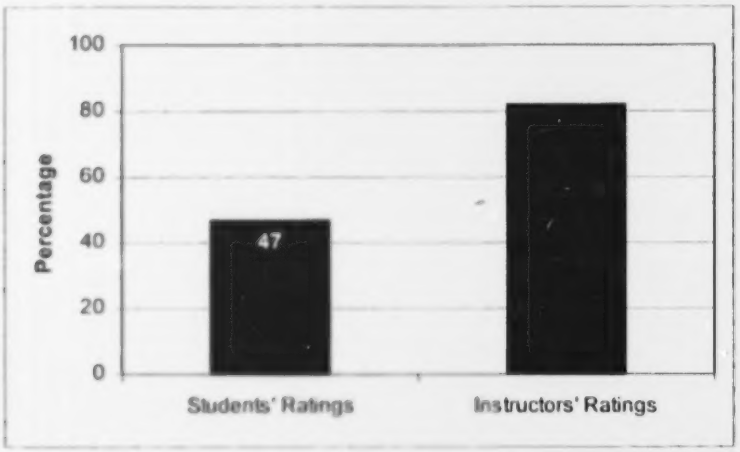

Figure 5: Students' and Instructors' Agreement with Placement by Accuplacer (English)

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Faculty Perceived Poor Placements: Student Perceived Rating

Analysis was performed to compare students' agreement with those instructors' who believed they were placed incorrectly. Only those students whom instructors disagreed with their placement were included in the analysis. As shown in Figure 5, **fifty-five *percent*** of students whom instructors believed were not placed correctly were satisfied with their placement. Almost half of the students agreed with instructors that they were placed incorrectly (**45%**).

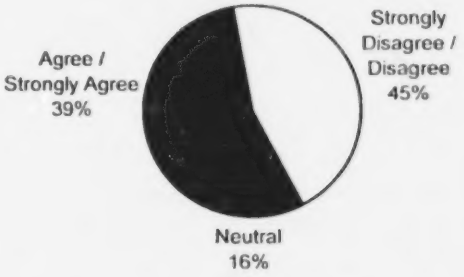


Figure 6. Ratings of Students who Instructors believed were Placed Incorrectly (English)

Students' and Instructors' Ratings of Placement: Comparison of Placement Methods

Figure 7 compares students' and instructors' agreement for each placement method (placement test, multiple measures, advanced placement / other and exempt).

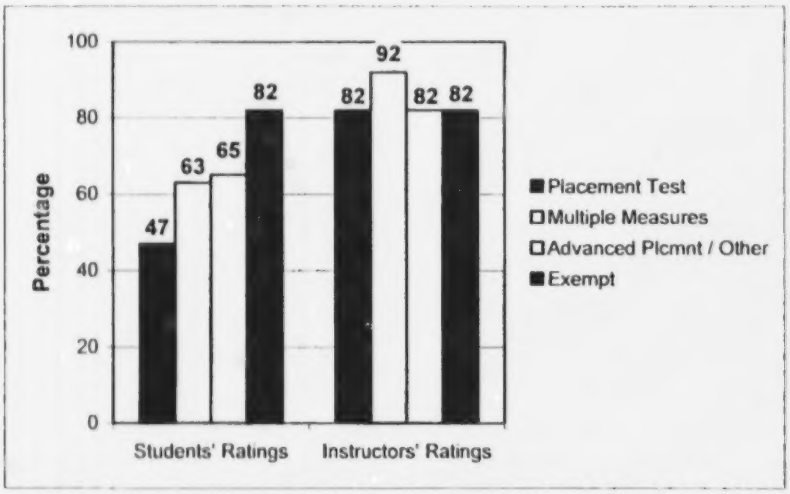


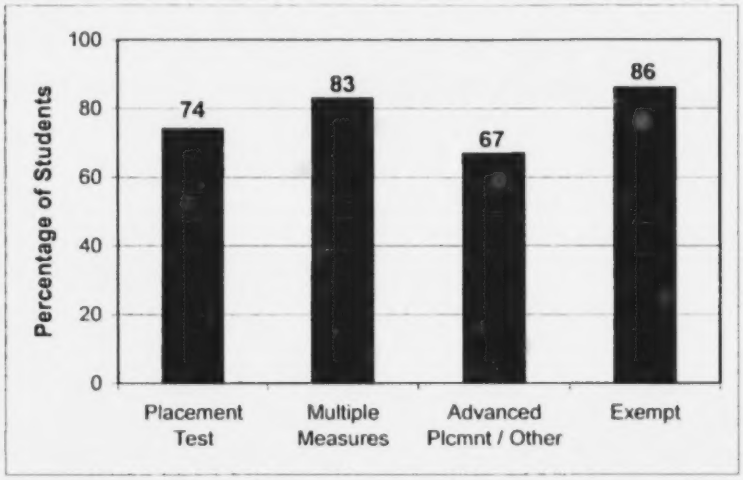
Figure 7: Students' and Instructors' Ratings of Placement: Comparison of Placement Methods for English

As shown in Figure 7, students placed by ***exemptions*** were more satisfied with their placement (**82%**) than students placed by the advanced placement / other placement methods, multiple measures or the placement test (**65, 63** and **47** ***percent***, respectively). Overall, instructors' had a similar high level of agreement with students' placement by the test, multiple measures and advanced placement / other placement methods and by exemptions. On the other hand, students' were less satisfied with their placement across each placement method group, with the exception of those placed by exemptions. Interestingly, instructors and students had the same level of agreement for placement by exemptions (**82%**, each). Students placed by the test were least satisfied with their placement (**47%**).

Success Rates of Students

Success Rates of Students Compared to Each Placement Method

Success rates for students in each English placement method group were analyzed to explore how successful students were based on the method by which they were placed in their respective English courses. Students placed by ***exemptions*** had the highest success rate (**86%**), followed by those placed by ***multiple measures*** (**83%**), the ***placement test*** (**74%**) and advanced placement / other placement methods (**67%**). Figure 8 compares the success rates for students placed into their first English course by the ***placement test***, ***multiple measures***, and ***advanced placement / other placement methods*** and by ***exemptions***. As shown in Figure 8, students placed in English courses by ***exemptions*** and ***multiple measures*** had higher success rates (**86** and **83** ***percent***, respectively) than students placed by the ***placement test*** and ***advanced placement / other placement methods*** (**74** and **67** ***percent***, respectively).



Success Rates of Students Compared to Their Agreement of Their English Placement

Further analysis was performed to compare the success rates of students their agreement with their placement. This analysis was performed for each math placement method group (placement test, multiple measures, advanced placement / other and exempt).

English Placement by Accuplacer

Students were asked to indicate their level of agreement with each statement shown in Tables 8 – 11. There seems to be little support for students' perceptions of their placement by each placement method. For example, **76** ***percent*** of students who felt they were placed correctly successfully completed the course and **77** ***percent*** of students who believed they should have been placed into a higher course were also successful (see Table 8). However, only **50** ***percent*** of students who felt they should have been placed lower were successful. Note that this group only consisted of **six** students making the results more difficult to interpret.

Table 8. Success Rates of Students Placed by Accuplacer: Comparison of Success Rates with Students' Ratings for Each Statement Below (English)

	Strongly Disagree / Disagree	Neutral	Agree / ree
4. I was correctly placed for the first English course I took at College of the Canyons.	76% (n=116)	69% (n=62)	76% (n=155)
5. I believe that I should have been placed into a higher English course.	78% (n=107)	66% (n=82)	77% (n=138)
6. I believe that I should have been placed into a lower English course.	76% (n=293)	58% (n=26)	50% (n=6)

The validity of perceptions of students placed by multiple measures is not greatly supported by the success rates shown in Table 9. For example, 77 ***percent*** of students whom agreed with their placement successfully completed the course and 77 ***percent*** of those who agreed that they should have been placed into a higher course also successfully completed the course.

Table 9. Success Rates of Students Placed by Multiple Measures: Comparison of Success Rates with Students' Ratings for Each Statement Below (English)

	Strongly Disagree / Disagree	Neutral	Agree / Agree
4. I was correctly placed for the first English course I took at College of the Canyons.	86% (n=14)	100% (n=1)	77% (n=25)
5. I believe that I should have been placed into a higher English course.	81% (n=16)	100% (n=6)	77% (n=17)
6. I believe that I should have been placed into a lower English course.	85% (n=39)	0% (n=1)	N/A

Perceptions and placement of students by ***exemptions*** and their success rates are shown in Table 10. The results are mixed possibly reflecting the lack of robustness of the analysis given the small sample size. **Eighty-nine** ***percent*** of students whom agreed with their placement successfully completed the course compared to **75** ***percent*** who disagreed and **80** ***percent*** who felt they should have been placed higher.

Table 10. Success Rates of Students Placed by Exemption: Comparison of Success Rates with Students' Ratings for Each Statement Below (English)

	Strongly Disagree / Disagree	Neutral	Agree / ree
4. I was correctly placed for the first English course I took at College of the Canyons.	75% (n=4)	N/A	89% (n=18)
5. I believe that I should have been placed into a higher English course.	100% (n=7)	67% (n=6)	80% (n=5)
6. I believe that I should have been placed into a lower English course.	89% (n=19)	0% (n=1)	N/A

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English Placement by Advanced Placement / Other Placement Methods

The validity of perceptions and placement of students placed by ***advanced placement / other*** placement methods are somewhat supported by the success rates shown in Table 11. For example, **67** ***percent*** of students whom agreed with their placement successfully completed the course and **78** ***percent*** of those who believed they should have been placed into a higher course successfully completed the course. The overall success rate of students placed by advanced placement / other placement methods was the lowest among the English placement methods (**67%**). Due to the small sample size (groups with less than 10 respondents), caution should be used when making generalizations based on the results shown in Table 11.

Table 11. Success Rates of Students Placed by Advanced Placement / Other Placement Methods: Comparison of Success Rates with Students' Ratings for Each Statement Below (English)

	Strongly Disagree / Disagree	Neutral	Agree / gly Agree
4. I was correctly placed for the first English course I took at College of the Canyons.	83% (n=6)	0% (n=2)	67% (n=15)
5. I believe that I should have been placed into a higher English course.	57% (n=7)	67% (n=6)	78% (n=9)
6. I believe that I should have been placed into a lower English course.	71% (n=17)	25% (n=4)	100% (n=2)

Success Rates of Students by Placement Method: Comparison of Instructors' Ratings and Students' Success Rates

Analysis was performed to compare students' success rates for each math placement method to the instructors' ratings. As shown in Table 12, of the students instructors' believed were placed appropriately by the placement test, **75** ***percent*** successfully completed the course and **69** ***percent*** of students whom instructors believed were placed inappropriately, successfully completed the course. There were too few students that instructors believed to be incorrectly placed (1-3 per group) to interpret.

	Strongly Disagree		Agree/ Strongly Agree
Placement Test	69% (n=39)	74% (n=19)	75% (n=269)
Multiple Measures	0% (n=2)	0% (n=1)	89% (n=36)
Exempt	100% (n=3)	100% (n=1)	83% (n=18)
Advanced Placement/Other	0% (n=3)	0% (n=1)	78% (n=18)

Table 12. Success Rates of Students by English Placement Method: Comparison of Instructors' Ratings and ccess R) in each g ng) is not

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Of the students instructors believed were placed inappropriately, instructors most likely believed that these students should have been placed into a lower course, which is somewhat supported by the lower success rate of those students (**69%**).

	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree
Placement Test	76% (n=116)	69% (n=62)	76% (n=155)
Multiple Measures	86% (n=14)	100% (n=1)	77% (n=25)
Exempt	75% (n=4)	N/A	89% (n=18)
Advanced Placement / Other	83% (n=6)	0% (n=2)	67% (n=15)

Table 13. Success Rates of Students by English Placement Method: Comparison of Students' Ratings and Their Success Rates

Note: The number of students in each group (by rating) is noted in parentheses.

Seventy-six ***percent*** of students who believed they were placed inappropriately by the test successfully completed the course compared to **76** ***percent*** of students who believed they were correctly placed. These students' perceptions are further validated by the success rates of students placed by the test who felt they should have been placed into a higher course (**82%**), which demonstrates they probably could have been placed into a higher course. There is less support for the validity of students' perceptions in English compared to faculty or students' perceptions in math.

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Conclusions

Math Results

Students and instructors differed in their agreement with placement across all methods. Results from the math placement survey analysis revealed that just a little more than half the students placed by the **Accuplacer** agreed with their placement **(55%)**. Interestingly, the majority of instructors agreed with students' placement by Accuplacer **(80%)**.

Students placed by ***exemptions*** were the most satisfied with their placement **(64%)**. There is a wide range between instructors' and students' satisfaction with multiple measures (**81** and **38** ***percent***, respectively). Despite students' dissatisfaction with placement by multiple measures, their success rate was the highest **(85%)** of all the math placement groups. Instructors' agreement was high for students placed by ***Accuplacer*** and ***exempt / other*** placement methods (**80** and **76** ***percent***, respectively). Overall, instructors' had a similar high level of agreement across all placement method groups (placement test, multiple measures, and exempt / other). On the other hand, there was more discrepancy with students' agreement with their placement across the groups. Interestingly, of the students whom instructors believed were placed incorrectly, only **32** ***percent*** of students agreed with the instructors.

Students placed in math courses by ***multiple measures*** had a higher success rate **(85%)** than students placed by the ***placement test*** and ***exempt / other*** placement methods (**72** and **69** ***percent***, respectively).

Analyses were performed to compare the success rates of students for each math placement method to the instructors' ratings. The validity of instructors' perceptions of students placement were supported by the success rates of students who they believed were placed incorrectly by the test **(51%)** and those they believed were placed correctly **(72%)**. Interestingly the reverse was true for students' ratings of their placement by the test and their success rates. **Seventy-six** ***percent*** of students who believed they were placed inappropriately and **66** ***percent*** of those who believed they were placed correctly successfully completed the course, reflecting the general perception of students that if they were incorrectly placed, they should have been placed higher.

Comparison of students' ratings and their success rates for each placement method revealed some validation of students' perceptions of their placement. There seems to be some support for the validity of students' perceptions of their placement in ***math*** as evidenced by their success rates. For example, **82 percent** of students who believed they should have been placed higher were successful compared to **66**

percent of students who agreed with their placement. The success rate of these students lends support to their belief that they could have been placed higher.

English Results

Students and instructors differed in their agreement with placement across all methods. Results from the English placement survey analysis revealed that the students least satisfied with their placement were those placed by Accuplacer ***(47%)*** compared to the majority of instructors who agreed with students' placement by Accuplacer **(82%)**. Students placed by ***exemptions*** were the most satisfied **(82%)** while instructors agreed most with placement by ***multiple measures*** **(92%)**. Most students placed by ***advanced placement / other*** placement methods and ***multiple measures*** were satisfied with their placement (**63** and **65** ***percent***, respectively) groups. Interestingly, instructors' had a similar level of agreement with students placed by ***Accuplacer, advanced placement / other,*** and ***exemptions*** (**82** ***percent***, each). Overall, instructors' level of agreement was high across all placement method groups (placement test, multiple measures, advanced placement / other and exempt). On the other hand, there was more discrepancy among students' agreement with their placement across the groups. Interestingly, only half of the students whom instructors disagreed with their placement, agreed with the instructors.

Success rates for students placed in English courses by ***exemptions*** had the highest success rate (**86%**), followed by those placed by ***multiple measures*** (**83** ***percent***), ***Accuplacer*** (**74** ***percent***) and ***advanced placement / other*** placement methods (**67** ***percent***).

Analysis was performed to compare the success rates of students for each English placement method to the instructors' ratings. Instructors' perceptions of students placement was validated by the lower success rate of students who they believed were placed incorrectly by the test (**69%**) compared to those they believed were placed correctly (**75%**). There seems to be little support for students' perceptions of their placement in ***English*** as evidenced by their success rates. For example, **77** ***percent*** of students who believed they should have been placed higher were also successful compared to **76** ***percent*** of students who agreed with their placement.

Recommendations

Results of the current study reveal support for further exploration of methods, which would help increase the placement accuracy of students in English and math courses. The following recommendations should be taken into consideration:

- The College should consider expanding the use of multiple measures placement to be used in conjunction with the College's Accuplacer test. Furthermore, the implementation of a computerized multiple measures placement method to be used in conjunction with the

placement test might allow for standardized methods of students' placement by multiple measures, would support application of multiple measures, and would make implementation college-wide economically feasible since the process could be largely automated. According to Gordon (1999), *"Students whose placements were adjusted through the use of behavioral and historical characteristics were more accurately placed and succeeded at a much higher rate than those placed by subjective application of undefined multiple measures by counselors."*

- While there were generally small differences in satisfaction with placement for different placement methods, one difference was observed. Students tended not to be satisfied with placement by multiple measures. Despite students' dissatisfaction with placement by multiple measures, their success rate was the highest (**85%**) of all the math placement groups.

- Prior to making policy or procedural changes to placement, great caution should be taken to explore the implications of the disagreement between students and faculty perceptions and the empirical support for both groups' conflicting perceptions, especially in mathematics.

Appendix A: *Survey Instrument - Students*

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✗ ⊘ ✓ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	O	O	O	O	O	O
2. I believe that I should have been placed into a higher math course.	O	O	O	O	O	O
3. I believe that I should have been placed into a lower math course.	O	O	O	O	O	O
4. I was correctly placed for the first English course I took at College of the Canyons.	O	O	O	O	O	O
5. I believe that I should have been placed into a higher English course.	O	O	O	O	O	O
6. I believe that I should have been placed into a lower English course.	O	O	O	O	O	O

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If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

Appendix A: *Survey Instrument - Instructors*

Placement Survey for Instructors

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 28th**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each student in your course, please indicate the degree to which they were correctly placed using College of the Canyons assessment tests. For purposes of this survey, correct placement means that a student's initial placement into the course was neither too high nor too low.

For each answer, please fill in marks like this: ● not like this: ✗ ⊘ ✓ Use pencil or dark ink.

Student ID:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1.	O	O	O	O	O	O
2.	O	O	O	O	O	O
3.	O	O	O	O	O	O
4.	O	O	O	O	O	O
5.	O	O	O	O	O	O
6.	O	O	O	O	O	O
7.	O	O	O	O	O	O
8.	O	O	O	O	O	O
9.	O	O	O	O	O	O
10.	O	O	O	O	O	O
11.	O	O	O	O	O	O
12.	O	O	O	O	O	O
13.	O	O	O	O	O	O

If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
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Note: For purposes of saving space, not all possible spaces for the number of students in each course were included in this Appendix.

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Appendix B: *Response Frequencies - Summary of Counts (Students)*
Placement Test Group

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✗ ⊘ ✓ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	31	55	53	117	54	1
2. I believe that I should have been placed into a higher math course.	40	99	74	60	33	3
3. I believe that I should have been placed into a lower math course.	166	93	30	10	3	6
4. I was correctly placed for the first English course I took at College of the Canyons.	53	63	62	116	39	1
5. I believe that I should have been placed into a higher English course.	27	80	82	83	55	6
6. I believe that I should have been placed into a lower English course.	188	105	26	4	2	9

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Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

Appendix B: *Response Frequencies - Summary of Counts (Students)*
Multiple Measures Group

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✖ ⊘ ✔ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	5	9	2	8	2	1
2. I believe that I should have been placed into a higher math course.	4	5	5	4	7	2
3. I believe that I should have been placed into a lower math course.	14	7	2	1	0	3
4. I was correctly placed for the first English course I took at College of the Canyons.	7	7	1	20	5	0
5. I believe that I should have been placed into a higher English course.	4	12	6	10	7	1
6. I believe that I should have been placed into a lower English course.	25	14	1	0	0	0

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Appendix B: *Response Frequencies - Summary of Counts (Students)* Exempt Group*

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✖ ⊘ ⊘ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	3	5	5	17	6	3
2. I believe that I should have been placed into a higher math course.	6	12	9	6	3	3
3. I believe that I should have been placed into a lower math course.	17	17	2	0	0	3
4. I was correctly placed for the first English course I took at College of the Canyons.	2	2	0	10	8	0
5. I believe that I should have been placed into a higher English course.	2	5	6	4	1	3
6. I believe that I should have been placed into a lower English course.	12	7	1	0	0	2

*Math frequencies (1-3) are for students in the *Exempt / Other Placement Methods* Group.

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Appendix B: ***Response Frequencies - Summary of Counts (Students)***
Advanced Placement / Other Placement Methods Group
(English Only)

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✖ ⊘ ✓ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	N/A	N/A	N/A	N/A	N/A	N/A
2. I believe that I should have been placed into a higher math course.	N/A	N/A	N/A	N/A	N/A	N/A
3. I believe that I should have been placed into a lower math course.	N/A	N/A	N/A	N/A	N/A	N/A
4. I was correctly placed for the first English course I took at College of the Canyons.	5	1	2	9	6	1
5. I believe that I should have been placed into a higher English course.	3	4	6	4	5	2
6. I believe that I should have been placed into a lower English course.	11	6	4	1	1	1

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Appendix B: *Survey Instrument – Instructors*

Placement Survey for Instructors

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 28th**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each student in your course, please indicate the degree to which they were correctly placed using College of the Canyons assessment tests. For purposes of this survey, correct placement means that a student's initial placement into the course was neither too high nor too low.

For each answer, please fill in marks like this: ● not like this: ✖ ⊘ ✔ Use pencil or dark ink.

Placement Method Group:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Math Placement Surveys						
1. Placement Test	9	30	23	148	98	0
2. Multiple Measures	0	5	0	16	6	0
3. Exempt / Other	1	4	4	16	13	0
English Placement Survey						
1. Placement Test	4	35	19	197	72	7
2. Multiple Measures	0	2	1	20	16	1
3. Exempt	0	3	1	12	6	0
4. Advanced Placement / Other	0	3	1	13	5	2

If you have any questions, please contact
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Appendix B: *Response Frequencies - Summary of Percentages (Students)*
Placement Test Group

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✗ ⊘ ✓ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	10%	18%	17%	38%	17%	<1%
2. I believe that I should have been placed into a higher math course.	13%	32%	24%	19%	11%	1%
3. I believe that I should have been placed into a lower math course.	54%	30%	10%	3%	1%	2%
4. I was correctly placed for the first English course I took at College of the Canyons.	16%	19%	19%	35%	12%	<1%
5. I believe that I should have been placed into a higher English course.	8%	24%	25%	25%	17%	2%
6. I believe that I should have been placed into a lower English course.	56%	31%	8%	1%	1%	3%

If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

Appendix B: *Response Frequencies - Summary of Counts (Students)*
Multiple Measures Group

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✗ ⊘ ✓ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	19%	33%	7%	30%	7%	4%
2. I believe that I should have been placed into a higher math course.	15%	19%	19%	15%	26%	7%
3. I believe that I should have been placed into a lower math course.	52%	26%	7%	4%	0%	11%
4. I was correctly placed for the first English course I took at College of the Canyons.	18%	18%	3%	50%	13%	0%
5. I believe that I should have been placed into a higher English course.	10%	30%	15%	25%	18%	3%
6. I believe that I should have been placed into a lower English course.	63%	35%	3%	0%	0%	0%

Appendix B: *Response Frequencies - Summary of Counts (Students)* Exempt Group*

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✖ ⊘ ✔ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	8%	13%	13%	44%	15%	8%
2. I believe that I should have been placed into a higher math course.	15%	31%	23%	15%	8%	8%
3. I believe that I should have been placed into a lower math course.	44%	44%	5%	8%	0%	0%
4. I was correctly placed for the first English course I took at College of the Canyons.	9%	9%	0%	46%	36%	0%
5. I believe that I should have been placed into a higher English course.	10%	24%	29%	19%	5%	14%
6. I believe that I should have been placed into a lower English course.	55%	32%	5%	0%	0%	9%

*Math frequencies (1-3) are for students in the *Exempt / Other Placement Methods* Group.

Appendix B: ***Response Frequencies - Summary of Counts (Students)***
Advanced Placement / Other Placement Methods Group
(English Only)

Placement Survey

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 23rd**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each statement about course placement, please indicate the degree to which you were correctly placed into the course by College of the Canyons assessment tests.

For each answer, please fill in marks like this: ● not like this: ✗ ⊘ ✓ Use pencil or dark ink.

Student ID: _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. I was correctly placed for the first math course I took at College of the Canyons.	N/A	N/A	N/A	N/A	N/A	N/A
2. I believe that I should have been placed into a higher math course.	N/A	N/A	N/A	N/A	N/A	N/A
3. I believe that I should have been placed into a lower math course.	N/A	N/A	N/A	N/A	N/A	N/A
4. I was correctly placed for the first English course I took at College of the Canyons.	21%	4%	8%	38%	25%	4%
5. I believe that I should have been placed into a higher English course.	13%	17%	25%	17%	21%	8%
6. I believe that I should have been placed into a lower English course.	46%	25%	17%	4%	4%	4%

Appendix B: *Survey Instrument – Instructors*

Placement Survey for Instructors

This survey is intended to help us assess the degree to which placement at College of Canyons is being done effectively. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **October 28th**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

For each student in your course, please indicate the degree to which they were correctly placed using College of the Canyons assessment tests. For purposes of this survey, correct placement means that a student's initial placement into the course was neither too high nor too low.

For each answer, please fill in marks like this: ● not like this: ✖ ⊘ ✔ Use pencil or dark ink.

Placement Method Group:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Math Placement Surveys						
1. Placement Test	3%	10%	7%	47%	31%	1%
2. Multiple Measures	0%	19%	0%	59%	22%	0%
3. Exempt / Other	3%	11%	11%	42%	34%	0%
English Placement Survey						
1. Placement Test	1%	11%	6%	59%	22%	2%
2. Multiple Measures	0%	5%	3%	50%	40%	3%
3. Exempt	0%	14%	5%	55%	27%	0%
4. Advanced Placement / Other	0%	13%	4%	54%	21%	8%

If you have any questions, please contact
Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.
Thank you for helping us strengthen our programs and improve our services to you!

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Appendix C: *Explanations and References*

1. **Placement test categories** included the following:

- Students placing into English courses were grouped as follows:
  - ✓ Placement by Accuplacer (English 010, English 011, English 034, English 035, English 080, English 090, English 101 Writing, English 101 Reading)
  - ✓ Placement by Advanced Placement / Other Placement Methods
    (AP English Language & Composition were included)
    (Other Categories: P=Other, T=Other Test, CL=CLEP, MC=Military Credit, PE=PE Waiver, PF=Police / Fire Academy, O=Other Non-course, L=Life Experience, N=Non-traditional learning, and TR=Transfer Equivalency).
  - ✓ Placement by Exemption (all students coded as exempt were included)
  - ✓ Placement by Multiple Measures (all students with "category" coded as MM were included)
- Students placing into math courses were grouped as follows:
  - ✓ Placement by Accuplacer (Math 025/Other, Math 057/Other, Math 060, Math 070, Math 102/Other, Math 211, Math 240)
  - ✓ Placement by Exemption / Other
    (All students coded as exempt were included in the Exemption / Other group)
    (Other Categories: AP=Advanced Placement, OT=Other Significant Course Work, HS=High School Course Work, A=Admissions, P=Other, T=Other test, CL=CLEP, MC=Military Credit, PE=PE Waiver, PF=Police / Fire Academy, O=Other Non-course, L=Life Experience, N=Non-traditional learning, TR=Transfer Equivalency)
  - ✓ Placement by Multiple Measures (all students with "category" coded as MM were included).

Source: College of the Canyons Management Information Systems (MIS) department.

2. **English and math course levels surveyed**:

- ✓ English 010 (College Skills: Reading & Study Skills)
- ✓ English 011 (College Skills: Grammar & Writing)
- ✓ English 012 (College Skills: Spelling & Vocabulary)
- ✓ English 034 (Reading Skills)
- ✓ English 035 (Sentence Writing)
- ✓ English 063 (Study Skills / Listening & Note taking)
- ✓ English 080 (Introduction to College Reading)
- ✓ English 090 (Writing Skills)
- ✓ English 092 (Introduction to Technical Writing)
- ✓ English 095 (Writing Skills Workshop)
- ✓ English 101 (English Composition & Literature)
- ✓ English 101H (Honors English Composition & Literature)
- ✓ Math 010 (Math Lab for Mediated Learning)
- ✓ Math 025 (Arithmetic)
- ✓ Math 026 (Arithmetic – Mediated Learning)
- ✓ Math 058 (Algebra Preparation)
- ✓ Math 059 (Developmental Algebra)
- ✓ Math 060 (Elementary Algebra)
- ✓ Math 063 (Geometry)
- ✓ Math 070 (Intermediate Algebra)
- ✓ Math 102 (Trigonometry)
- ✓ Math 103 (College Algebra)
- ✓ Math 130 (Math for Elementary School Teachers)
- ✓ Math 140 (Introduction to Statistics)
- ✓ Math 211 (Calculus I)

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3. **Course Success** is defined as achieving a letter grade of A, B, C, or CR (credit) in a course. (Source: USX files).

4. **Other Sources**:

Gordon, R.J. (1999). Using computer adaptive testing and multiple measures to ensure that students are placed into courses appropriate for their skills. [On-line]. Abstract from : ERIC Item: ED425781.

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